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ABSTRACT

This document summarizes a workshop to assist persons considering preparation in education to realistically look at the use of the wide range of skills and competencies developed in a teacher education program. The first section is an introduction that discusses the purposes of the workshop. The second section is the keynote address, A Look at Yourself, by Claudia Crump. She emphasizes the need for an individual to consider personal skills, interests, and characteristics in determining possible work objectives. Section 3 summarizes a panel discussion by persons with preparation for teaching who work in alternative careers, illustrating how skills learned in education were viable elsewhere. Alternatives are discussed in these fields: communications, government agencies, business, social service, and youth agencies. The final section contains summaries of discussion groups on various topics regarding alternative careers for educators. Titles include (1) Alternative Jobs within Education, (2) Job Alternatives Outside Education, (3) Developing Skills for Job Seeking, (4) Continuing Education for Graduates (specifically at the School of Continuing Studies at Indiana University), and (5) Funding Sources for Grants. (YLB)

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Alternative Careers for Educators

A Workshop Presented by Pi Lambda Theta's Iota Chapter

at Indiana University

Edited by

Eva L. Kiewitt

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

I. INTRODUCTION

by Elizabeth A. Greenleaf
Professor, School of Education
Indiana University
Chairman of workshop

As the eighties arrive and the turn of the century approaches, many predictions affecting the work world appear to be a certainty. Birth rates have been declining and apparently will continue to do so. With fewer college graduates there will probably not be enough people prepared for special jobs in industry, the military service, and in education. For some time, experts in predictions have estimated that as high as ninety percent of those employed by 1985 will be working for government agencies, employed in health-related occupations or in education. It is known that we can expect to deal with an ever growing variety of individuals and groups as well as a greater diversity of individual needs. Last but not least, in a rapidly changing technical and scientific society, by the year 2000 only a small percentage of recent college graduates or current employees will be involved in positions as they are known today. This means a continuing need for retooling and continued education for individuals in order to keep abreast of changes.

All of these factors must be taken into consideration by those deciding on preparation for future work. These concerns apply to the high school student deciding on post-secondary directions, the college freshman deciding on a major and a career, and the adult returning to the classroom to prepare for the work world. A high school counselor, an employment center, a career center or a counseling center can help

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an individual assess personal interests, strengths and abilities, and to relate these to various occupations. It is vital in any such process that an individual has the flexibility of multiple options which he or she may pursue. Once a direction is determined, each person must identify necessary skills to do the type of work suggested and develop competencies in these skills.

Options which many may consider are those that have a relationship to the educational world. Education is recognized as an area of work which will continue to be important to persons of all ages and backgrounds and be in a variety of settings in the years ahead.

The Iota Chapter of Pi Lambda Theta, an honor and professional association in education, provided a workshop, ALTERNATIVE CAREERS FOR EDUCATORS, October 27, 1978 at Indiana University, Bloomington, Indiana. The sessions were planned to meet the needs of those making decisions about an area of college preparation, those who have preparation in teacher education but have not taken teaching positions, and those returning to the college campus to prepare themselves for work. This paper summarizes that workshop and is written with the hope that it will assist persons considering preparation in education to realistically look at the use of the wide range of skills and competencies developed in a teacher education program.

II. A LOOK AT YOURSELF

In the keynote address, Dr. Claudia Crump from Indiana University-Southeast, emphasizes the need for an individual to consider personal skills, interests and characteristics in determining possible work objectives.

UP A TREE?

Keynote address by Claudia Crump

Who knows the derivation of the phrase "up a tree"? Perhaps it first occurred when the pioneer hunter sat precariously atop a swaying tree while a grizzly stalked below. The hunter's problems were not entirely centered in the impending encounter with that bear; he may have been more concerned with the wife who, having laboriously prepared the evening meal, awaited the arrival of her husband. He surely must have been contemplating her reaction to his excuse for tardiness: "I was up a tree."

Perhaps the phrase is overused, but it is no less descriptive of the confusion and the indecisiveness felt by many preparing for a career in education that may not exist or may not last. The fact that we are involved with either choosing a job, thinking of another career, or advising those who are in the process of choosing a career at a time which coincides with a tight job market is beyond our control. But how we manage in making that choice is within our control.

Experts in personnel management and career counseling have predicted that the average individual will change jobs three to five times in a life span. "If you are a worker today, you will be a job hunter tomorrow. If you are a job hunter more than once, odds are that you will be a career changer" (Laudeman & Rigler, 1976, p.28). In fact, with growing technology, the possibility for potential job changes may well exceed the projected five times. Major job-hunting activities for most will not be limited to landing that initial position; it will be a process that recurs over and over throughout one's life-span. In light of this information, those of us who smugly sit by enjoying present job security should examine the old saying: "A really contented person is one who has all of his yesterdays filed away, his present in order, and his future subject to instant revision."

Consider the predicament of the central figure of this story:

> There was a knight who took great pride in shining his armor--such pride and effort, in fact that his was the brightest armor in all of the kingdom. Thus he became known as Sir Bright Knight. Although Sir Bright Knight had all of the advantages of knighthood, he was not to be satisfied with armor shining as a career. He had his goals set high--very high indeed. His ambitions were to wear the crown as king with the beautiful Princess Lenore of the Kingdom of Evermore as his queen. It so happened that the kingdom of Evermore was ravaged with a terrible creature-- the Bragon Wagon-tailed Dragon. So the Mean Queen, the present ruler, promised the hand of Lenore and the crown of Evermore to the person ridding the kingdom of the wagon-tailed-dragon. The knight had a career problem.

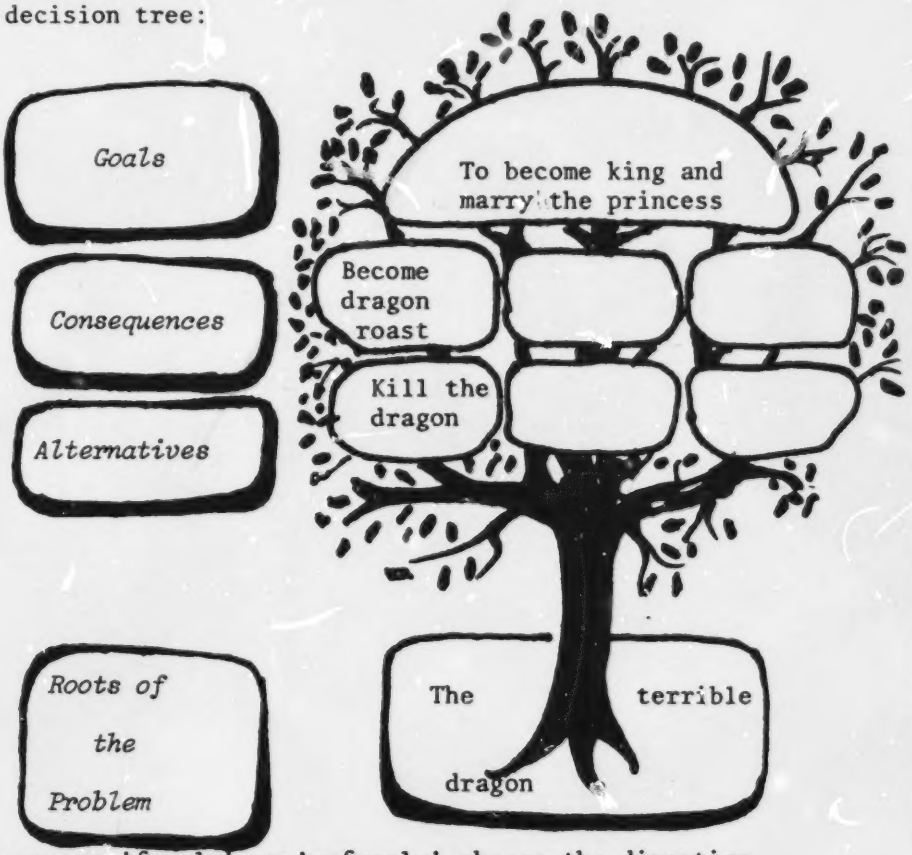
As an aside, in education we frequently teach the ideal problem-solving process of decision making, but we seldom provide experiences for the student to systematically use the process. Let's work through a model in the form of a decision tree:

What was Sir Bright Knight's problem?

What was Sir Knight's goal?

What options did he have?

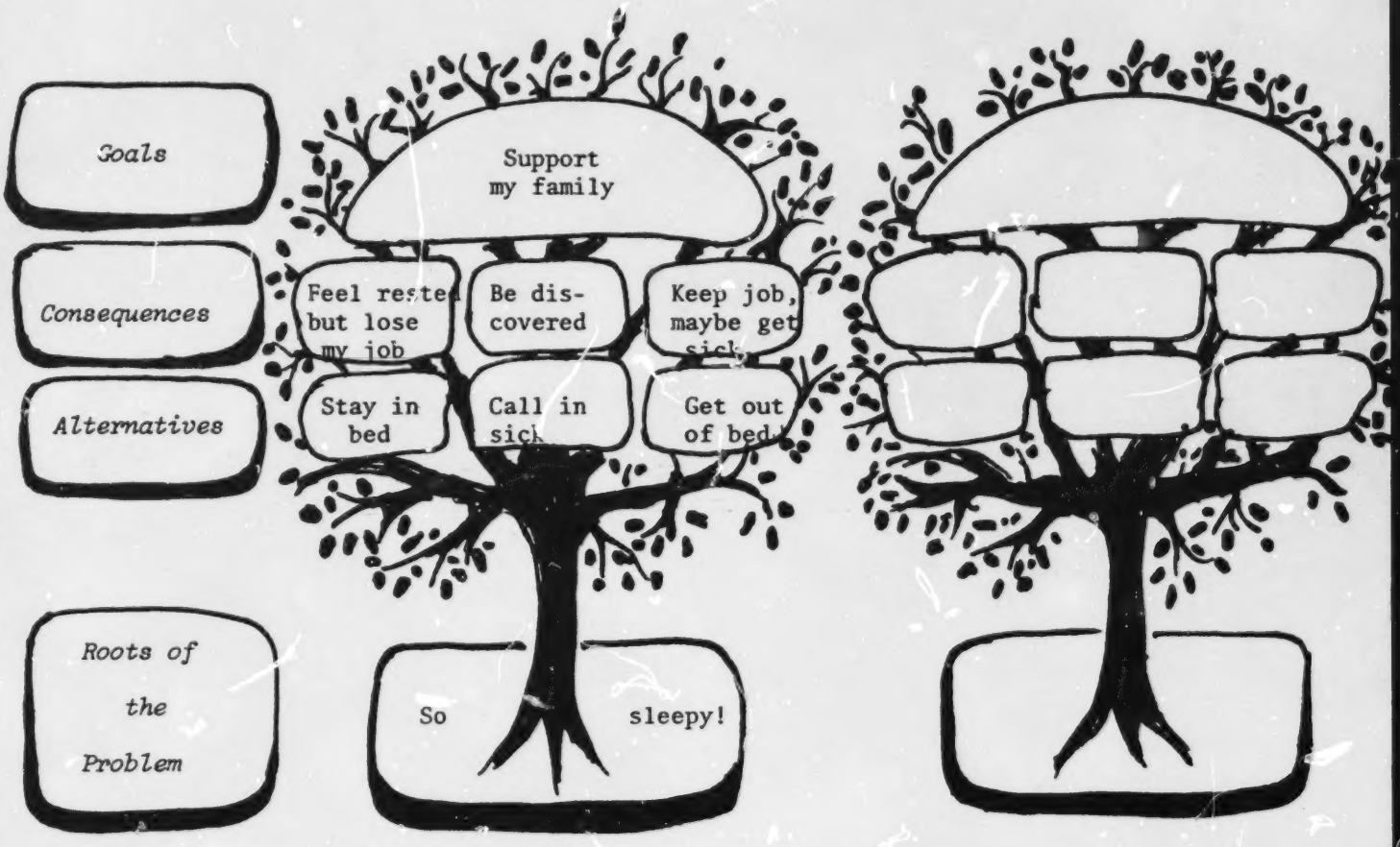
What were the consequences of each?



Just as with the knight we can 'freely' or 'unfreely' choose the direction we take in a career (Stimac, 1977, p.158). Much of what comes our way is through chance-- haphazard introduction, being in the right place at the right time, having impressed the person with influence, having been born in

the right family, or a happy phenomenon. True career development emphasizes a decision-making process by which an individual has an opportunity, through systematic and sequential consideration of alternatives and consequences, to know himself/herself better , to know his/her environment and options, and to act upon that knowledge more perceptively, purposefully and creatively.

As an example, look at a decision that you made today, perhaps without considering the alternatives and outcomes?



Riehler suggests that "most people frequently make choices which are self-destructive" (1974, p.414). This is based on Maslow's growth-safety theory that maintains that we possess two sets of forces pulling us in opposite directions; one pulls toward safety, the other toward growth. According to Maslow, "Every human being has both sets of forces within him. One set clings

to safety and defensiveness out of fear, tending to regress backward, hanging onto the past, afraid of independence, freedom and separateness. The other set of forces impels him forward toward wholeness of Self and Uniqueness of Self, toward full functioning of all of his capacities, toward confidence in the face of the external world at the same time that he can accept his deepest real, unconscious Self" (1968, p.159). If we examine the decision tree of our knight and our personal ones, we may find that choices favor safety and avoid growth. Therefore, we must enhance the dangers and minimize the attractions of safety while enhancing the attractions and minimizing the dangers of growth to effect a condition conducive to growth choices.

An examination of decision making may reveal certain patterns:

> We make few decisions, allowing a great deal just to happen; we make decisions with little sense of economy and wisdom; we lack essential ingredients of autonomy and risk-taking ability (asking for advice and seeking out counsel is not evidence of lack of autonomy); and we do not reflect on our decisions systematically or long enough to really know much about them. (Stimac, 1977, p.159)

Such a process as that found in the decision tree may help individuals to examine the meaning they want from their lives in relation to their values in family, community, and leisure. Many of us claim not to be responsible for the paths that we take in life, but we are at least partially responsible for what we choose even if that choice is letting chance dictate the path (Stimac, 1977, p.158).

Currently the thrust in career counseling, either formally in an office setting or as conventional advice, is to help the individual identify a systematic process. Laudeman and Rigler (1976, pp.29-33) describe this process as follows:

1. Think through the career choice. Plan in terms of an open-ended career rather than a stop-gap kind of position. The marketable person is not one who will be marking time until he is offered a better position or who is too narrowly trained. It might even be necessary to reformulate goals and to decide what you really would like to do outside of teaching.
2. Assess your strengths. Fortunately, the preparation for teaching and/or actual teaching experience has developed the following talents and skills needed in many professions:
   a. ability to work with adults and with children;
   b. adaptability and flexibility in varying situations;
   c. skills acquired in learning to plan and organize material; and
   d. specific skills in teaching fields.

Richey summarized a comprehensive study of desirable qualifications of teachers (1968, p.52). He listed the twenty-five most needed by teachers as adaptability, attractive personal appearance, breadth of interest, carefulness, consideration of others, cooperation, dependability, enthusiasm, fluency, forcefulness, good judgment, health, honesty, industry, leadership, magnetism, neatness, open-mindedness, originality, progressiveness, promptness, refinement, scholarship, self-control, and thrift. These are characteristics found at the top of the list on most guides to educational and vocational planning.

Also consider your hobbies and avocational interests. These may be promising sources for marketable skills. What do you enjoy doing? What skills does that hobby or interest require? Where else could you use those many talents?

3. Assess your current or future plan of study. Can you become more flexible by developing additional talents? This might be done through different courses, volunteer work, part-time work, or through the development of more effective interpersonal relationship skills. Or perhaps cultivate contacts with people working in your area of interest. Look to sources for grants and further educational opportunities.
4. Take steps to increase your marketability. Sell yourself in a positive way--perhaps an effective resume and a good job interview. Avoid this approach: When asked by the interviewer, "What have you done?" the applicant answered, "About what?" Begin your search for employment carefully and thoughtfully.
5. Prepare for the concept of multiple careers. Make first, second, and third choices.

The prize of proper job skill development and appropriate and alternative career choices is perhaps financial reward. But of more importance is increased personal satisfaction and enlightenment. If all that were required in career choice and training was increased emphasis on jobs, the problem would be easily solved. The major requirement of a career choice and training is the making of a modern person--someone who has confidence in the limitless reaches of his or her own true worth and development, someone who knows how to market herself/himself, someone who is aware that the chosen career and continuing education are able to make an easier world in which to live. Such an individual is also fully aware that only a person can make it a better one.

Along this line, Pi Lambda Theta leaders of this workshop have invited six panelists who, through careers both within and outside of education, are making life much richer and better for many people.

Having started the talk with a "knight in shining armor" story, it would be fitting to end with another knight--the very appealing but ambiguous Don Quixote. Don Quixote dared to dream by declaring his love for Aldonza, the lady of shady character, and his faith in the ideals personified in Dulcinea, both one and the same person. Don, we know, is surely riding for a fall, and sure enough, he is destroyed almost too late to fully realize that Aldonza is transformed into Dulcinea by Don's faith in her. So was Don truly destroyed? Not really. Don Quixote possessed a dream and fervently pursued his dream until it did happen (Pines, p.125).

Perhaps our treetops are for dreaming. Just as Don fought with windmills and ideals, we need to struggle with setting goals, with alternatives and options and with consequences. It is often said that Americans are too busy doing to think or dream--those processes of invisible action. In our over-organized lives, there is little opportunity to listen to one's self, to be alone with one's self, to be one's self, to risk and to grow. Let's not fall into the trap of setting our goals too low or of not seeing possibilities in metamorphosis as did two caterpillars who were crawling across the grass when a butterfly flew over them. They looked up, and one nudged the other and said, "You couldn't get me up in one of those things for a million dollars!" Yes, our treetops can be used for dreaming and expanding horizons.

Hopefully, you have been stirred to new and vigorous thinking. Upon everything we do in our classrooms, in our homes, in our studies, and in our work hinges directly clear answers to the questions:

What do I want?	Is it worth the risk and consequences?
How can I achieve it?	Will it make a better world?

Our advice first is to set high and wide goals. A superintendent said not too long ago, "If we are satisfied at anytime with what we are doing, we will be defeated" (Ramsey, 1975, p.26). Remember that the road to success is always under construction. Second, think out the options and consequences for reaching these goals. A college professor once advised his students, "When-

ever you think of quitting in the quest for a graduate degree--before you pack, sit down and write me a letter" (Ramsey, p.23). The professor had not the visible evidence of the letter in mind, but the invisible action of thinking things through and of dreaming. Third, learn how to utilize your resources. Sell yourself and seek out others who can help you. Most of us are confident that we could move mountains if somebody would clear the foothills out of the way. Tackle the foothills and look up. Treetops are for dreaming, for risking a fall, but also for growing.

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III. BASIC SKILLS DEVELOPED IN TEACHER PREPARATION WHICH MAY BE USED IN ALTERNATIVE CAREERS

Today, because of a scarcity of teaching jobs and because of diverse interests among education majors, many persons with a preparation for teaching are putting their skills to work in alternative careers. A panel of such persons illustrated how skills learned in education were viable elsewhere.

Joyce Phelps, Senior Program Associate, New Educational Directions, Inc., moderated the following panel discussion.

A. Communications--Ann Ely, Education Coordinator of the Indianapolis Star and Indianapolis News, represented persons in the newspaper media who have preparations in teacher education. Because of knowledge of educational goals, knowledge of how changes came in education, and an ability to write, Mrs. Ely could interpret current issues in education for the public. The same skills and knowledge are necessary for persons working in the broadcasting and television field, in news magazines, and in journals of professional educational organizations. Such writing and communications are also used in large industries and businesses where extensive programs of continuing education are provided for employees.

Some persons with communication and writing skills publish materials to be used in the educational field, such as textbooks, teacher development materials, and resources to explain education issues to the general public.

B. Government Agencies--Jane Lowrie, State Social Studies Consultant for the Indiana State Department of Public Instruction, explained that each state as well as federal, national, and regional offices employs experts in every phase of education with the responsibility to improve curriculum, to provide for teacher development, and to influence legislative changes.

Preparation in teacher education not only provides these persons with knowledge and skills in the academic area but also develops skills to assist in presenting materials, working with diverse persons, and gaining insights into the future of education.

C. Business--Kenneth Stanfill, Government and Education Microfilm Representative for the 3M Company, had completed a B.S. degree. Attitude, not aptitude, makes you a success. Your goals, self-image, and attitude determine your success in any career.

D. Social Service--Judy Talley, Director of Medical and Social Service of the Bloomington Hospital, has a background in business education and counseling and guidance. Expertise in working with those who have medical problems and the abused children and adults is drawn in part from her master's degree in counseling.

e. Youth Agencies--Ray Vandersteen, Executive Director of the Bloomington Track Club, and Dennis Williamson, District Scout Executive, Valley Trails District, Boy Scouts of America, draw upon teaching experience, Peace Corps service, and health and safety education in college. Psychology and knowledge of growth patterns of youth, ability to organize operations, and a desire to work with youth in an out-of-class setting are skills gained in the preparation of educators that can be used outside the formal teaching environment.

IV. ALTERNATIVE CAREERS FOR EDUCATORS--DISCUSSION GROUPS

Alternative Jobs Within Education

Louise Routt, Assistant to the Director for Educational Placement, School of Education, Indiana University

In considering alternative jobs within education one must conduct a self-examination in order to reevaluate the factors of a career in education. Realities of the situation and trends for the future are two points to consider. There must be a willingness to commit time to this process in order to set up a timeline and establish interim goals. The psychological and social pressures must also be considered.

Some realities one must take into account when looking for employment in education are that there is much competition for a limited number of jobs and salaries are usually relatively low. One must also consider opportunities for growth and advancement.

When looking at the future of education one should realize that problems might result from a drop in education majors. There was a 36% drop in the last three years at Indiana University. The lowered birth rate indicates there will be a need for fewer teachers. Thus, job security cannot be insured since employment is usually dependent upon the number of children within the school system.

Some impediments to finding a position are inertia, lack of geographic mobility, unrealistic career goals, and lack of perseverance. It is necessary to establish positive goals and not to limit oneself in terms of time or geographic location.

One should take a positive outlook and realize that in some geographic areas, such as Houston and Denver, a growth in population is being experienced. Also, in some subject areas of education such as mathematics, there is a shortage of teachers.

Those who are reentering education may not compete well with new graduates so it is necessary to reevaluate and update skills.

It is wise to make use of self-initiated contacts. One should evaluate oneself against the same criteria that an employer will use and be ready to give evidence of special skills. Employers look for someone with a sense of humor who is well-rounded, poised, able to handle a difficult job, and knowledgeable in his subject.

Job Alternatives Outside Education

Robert O'Neal, Director, Career Center, Indiana University

When one is changing careers and locating a position outside an original field there should be a focus forward, not backward. The new career may not really be an "alternative" one as much as it is a different or more satisfying use of one's talents. Those who are in the field of education and wish to move into another area should review their talents, abilities, and values to determine how they arrived at their present situation. The ability to find the most satisfying position is directly related to the effort put forth and knowledge of the job-seeking process.

Career planning seeks to answer the questions: What do I want to do? What am I capable of doing? The person who is relatively aware of his needs, values, abilities, skills and interests, and who works in an environment which reinforces those characteristics will generally be more satisfied than someone in an environment that does not reinforce those characteristics.

There are several ways one might develop self-awareness of values and abilities. An individual might write an autobiography of events in his life that have been satisfying. This enables one to trace more clearly the direction in which interests and abilities lie. One might also draw a mental image of a professionally satisfying experience in order to examine it and gain a new perspective as to what is revealed about one's interests and talents.

Occupational awareness involves relating skills to a career as well as self-evaluation of abilities. One should understand the particular skills that are involved in a specific occupational environment. Examine the skills necessary for the desired occupation and evaluate yourself in terms of your own skills as they relate to that occupation. There are certain personality types that generally fit into types of occupations. Understanding yourself will lead toward more careful research into the occupations most suitable.

It is important to realize that many jobs are available but approximately eighty percent are not advertised. Thus, old methods of job-hunting are ineffective. It is important to contact people who are aware and involved in the type of position which interests you. Talk with those who can give you information about the career of your interest and develop contacts through professional organizations. As you gain information about a certain career and learn where you will fit in, you are creating a "core of influence." Then it is necessary to focus your energy and interest and take action. Collect information from many sources and choose among alternatives to find the job of your choice.

Developing Skills for Job Seeking
Robert Greenberg, Associate Director of Business
Placement, School of Business, Indiana University

Before seeking a job, you need to have an awareness of your job skills and knowledge of how to present your job skills to a prospective employer. The better your knowledge, and the stronger your awareness of what a potential employer is looking for and how that relates to your own background, the better are your chances for employment. For example, buyers for a major department store learn how to do their jobs through training programs and by working up through the ranks in order to develop necessary skills.

The interview is quite important. Before the interview you should learn as much as possible about the job and what kinds of skills are needed. You also must know yourself and what you do well. Know what you want to do and what you enjoy.

During an interview show that you are aware of the skills needed in the job and give your prospective employer examples of these skills. Discuss a program you produced or a particular problem you solved. Don't be modest but be honest!

When conducting a self-assessment look at your background and past experiences. Discover what you have done that indicates that you have the skills and ability for which the employer is seeking.

Continuing Education for Graduates

James E. Hertling, Assistant Dean, School of Continuing Studies, Indiana University, and Susan El-Shamy, Assistant Director of Adult Learning Services, School of Continuing Studies, Indiana University

Following are eight programs of the School of Continuing Studies at Indiana University.

1. Evening Division

   This division allows people to become acquainted with other careers without being formally admitted to the University. A special registration time period is planned to give priority to evening students. Arrangements can be made to take day classes; Saturday classes are also offered. Transcripts are created the same as for degree students, and credits can be transferred to a degree later. Most courses do not count toward a graduate degree.

2. Real Estate Salesmen's Course

   This 16 week course prepares students for the Indiana real estate examination. It is offered at locations throughout the state. The present fee of $150 includes the price of the text.

3. Extension Classes

Courses are held in outlying areas, usually in the subjects of education, health, physical education, and recreation. Some courses are also offered overseas during the summer.

4. Noncredit Programs

A wide variety of courses are offered, such as human growth, time management, assertiveness, and arts and humanities. Courses are taught by I. U. faculty and other professionals.

5. Continuing Education for Women Office

Services are offered to support the Office for Women and the Returning Women Students Program sponsored on campus. Other services and activities include career counseling, workshops, newsletters, career planning alternatives, and lunch meetings.

6. Adult Learning Service

The Service acts as a clearinghouse for information on educational opportunities at I.U. campuses and other educational programs in the area. Return to Learning Workshops are sponsored.

7. Independent Study

A large correspondence program exists for credit and noncredit courses.

8. External Degree

This program enables the student to plan a unique program based on his individual needs. General studies programs, in-service training, B.S. or A.A. degree programs and experiential credits may be included in External Degree divisions.

Continuing education is often a way for people to get back into a university or renew ties when not on campus. One may request to be placed on the Continuing Studies Office mailing list for information. There are several counseling services available besides specific schools and de-

partments. Some of these are the Adult Learning Services, Continuing Education for Women Office, Career Center, and Counseling and Psychological Services. Career Decision-making is a popular course offered by Adult Learning Services which provides career counseling and referral to other resources. When preparing a resume for job-seeking, it is wise to also list noncredit courses since many are important skill-building activities.

Funding Sources for Grants

Janet Wimmer, Program Associate, Grant Information and Assistance Office, Indiana University Foundation

There are three major types of funding sources for grants: private foundations, corporate foundations, and government grants. The private foundations include national, special interest, corporate, family, and community foundations. National foundations, such as Ford, Lilly, Rockefeller, and Carnegie, usually sponsor larger programs. The Robert Wood Johnson and Joseph P. Kennedy Foundations are examples of special interest foundations which offer grants in specific areas and are valuable sources of information in their areas of interest. Some corporate foundations are independent of the parent corporations and tend to support local social services, minorities, or programs that will benefit their own employees. Family foundations, the largest group, range greatly in the size of their assets. Community foundations by law must serve a specific geographic location. For example, the Indianapolis Foundation serves the city and Marion County.

Corporate foundations that are affiliated with the parent company gave over one billion dollars in 1977. Much aid is given in the area of education and equipment for education.

The government gives several types of grants. The block grant is given to state and local governments so applications are made directly to the unit of government. Capitation grants are distributed on a per capita basis de-

pending upon the number of people served. There are categorical grants given for certain special purposes. Construction grants, unless specified, are difficult to obtain from the government except in areas of health facilities. A proposal must show benefit to a certain clientele in order to receive a demonstration grant. Matching grants are funds available which usually must be matched by fifty percent from the receiver. The most flexible are project grants which are often evaluated by one individual. Training grants are usually available for nursing, paramedical, and legal aid programs.

There are at least five important factors one should know when applying for grants. The procedure is as important as the proposal itself.

1. Narrow your list to two or three foundations and apply to those. Many applications are turned down because of inappropriateness. The goals of the foundation must be compatible with the goals of your program.
2. Applying for a foundation or government grant takes time. Research and planning may take as much as two years.
3. Know the foundation deadlines. The federal government is very strict in this area. If the foundation has no deadlines, apply in February or March.
4. Foundations are more willing to aid institutions than individuals. Get a strong statement of support from your organization.
5. Forms should be filled out completely and accurately. Incompleted forms waste time and may result in loss of aid. The proposal should consist of good ideas presented in a logical, orderly way.

There are several sources of information to aid in obtaining grants. Books that are helpful are the Foundation Directory, Foundation Grants Index, Annual Register of Grant Support, and Foundation Grants for Individuals. Agencies will help the individual seek grant funds. The Indiana University Foundation has a Grant Information and Assistance Office and a resource library on funding sources. One might also check with the Indiana State Library.

Indiana University Library, and the public library. Information about federal grants may be obtained from the Federal Register, Commerce Business Daily, and the Catalog of Federal and Domestic Assistance. One may write directly to the foundation or government agency for information. Community service clubs are another potential source of aid. They sometimes have additional funds which they are willing to grant to a school or other community group for a worthwhile project. Newspapers, the Chamber of Commerce and personal contacts are other sources of information about this type of aid. Schools often benefit by having a staff member work part-time on coordinating and organizing applications for grants.